DOCUMENT RESUME

ED 308 614 EA 021 114

AUTHOR Elmaleh, Haim
TITLE Principals: Musical Chairs in the Jewish Day Schools.
PUB DATE Dec 88
NOTE 32p.; For related documents, see EA 021 115-117.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrative Change; Competence; Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Occupational Mobility; *Principals; *Private Schools
IDENTIFIERS *Jewish Day Schools

ABSTRACT

Demographic data were collected to identify the rate of termination among Jewish day school principals in the United States during the period 1980-85. There were 233 principals and 114 board presidents who responded to the questionnaires. Instruments used in the survey were two self-designed questionnaires (one for principals and the other for board presidents). Findings are that: (1) among responding principals, 36.7 percent had fewer than 5 years of administrative experience, while only 10 percent had worked in administration longer than 20 years, and fewer than 10 percent of principals remained in their positions for 10 or more years; (2) the termination rate of 1980-85 was between 60 percent and 70 percent; (3) further, a yearly increase in the termination rate of 1980-85 was identified; (4) one-half of the schools had hired a principal within the last 3 years; (5) 20 percent of the terminations occurred after the first year of employment, while 55 percent occurred after 2-3 years; (6) 35 percent of principals had terminated their positions between 1980 and 1985. A statistical analysis system using frequency, anova, and cross-tabulation was employed on the survey data. (20 tables and 11 references) (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED308614

PRINCIPALS: MUSICAL CHAIRS IN THE JEWISH DAY SCHOOLS

Haim Elmaleh

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Haim Elmaleh

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 021 114

December 1988

PRINCIPALS: MUSICAL CHAIRS IN THE JEWISH DAY SCHOOLS

Abstract

This chapter contains the presentation of the demographic data collected in order to identify the rate of termination among Jewish Day School principals in the United States during the period 1980-1985. The instruments used in the survey were two self-designed questionnaires--one for school principals and the other for board presidents. The population consisted entirely of the principals and board presidents of 328 Jewish Day Schools. There were 233 principals and 114 board presidents who responded to the questionnaires. A Statistical Analysis System was used on the survey data with the following procedures: frequency, ANOVA, and crosstabulation.

Termination of School Principals

Although reliable statistics on the length of service for school principals are not available, data regarding termination of school site administrators, (e.g., principals, vice principals, deans) collected by the Association of California School Administrators (1971), indicated that 24 to 33% of school site administrators reported being in their present positions three years or less.

Stanfield (1982), in his study of career mobility, found that there is a low rate of turnover in the patterns of the elementary school principals.

> One of the largest groups of principals are between the ages of 36 to 45. The individuals in this group age are in the latter part of the establishment stage. They are primarily concerned with stabilizing their career. Of the 268 elementary school principals in the study, 26.7 percent of them were in this stage. It is during this stage that career patterns are generally clear and individual effort is put forth to stabilize and to make a secure place in the world of work.

Schiff (1974) summarized the development of the Jewish day school and its leadership as follows:

> School administration is increasingly becoming a critical problem in the day school. The turnover of lay and professional leadership is uncomfortably rapid. During the last ten years, about 150 changes in directorship and principalship positions have taken place.
>
> Such a large change of leadership in the 350 schools is certainly a phenomenon which calls for further investigation.

Teaching is one of the prerequisites to obtaining an elementary principalship, and most of the principals in the Stanfield (1982: 101) study had had experience as a classroom teacher. The study found that principals had taught in the classroom for an average of 8.7 years prior to becoming a principal. Rural principals spent less time in the classroom prior to obtaining a principalship than did urban principals.

In discussing the years of educational experience, the National Education Association's report entitled, "The Elementary School Principalship Today and Tomorrow" (1974), stated the following:

> Possibly even more important than the number of years in educational service is the amount of experience in the classroom. Some contend that without many years in the classroom one cannot possibly understand the instructional problems of the classroom teacher.

Fihe (1982), in his study of the mobility of superintendents in Indiana, found that:

> The higher the degree status of a superintendent the greater the tendency of succession will be from outside a school organization.

He concluded that superintendents who hold master's degrees and doctor's degrees transfer more frequently than do those who hold specialist degrees.

Another factor that plays an important role in the termination of educators and administrators is age. Heffley (1983) noted:

> Departing teachers are comparatively young since more than 50% are age 30 or younger. The largest age category of departing teachers is 26-30, and the second largest is 24-25. Attrition might be the highest in the youngest category because the majority of teachers completing their first year of teaching are usually 22 or 23 years old. This conclusion is consistent with previous studies that indicated that more than half of the beginning teachers leave their job in the first five years.

Stanfield (1982: 103) investigated another point of view relating to age and principalship stability and concluded that:

> The tendency toward stability and an expressed desire to remain in one place increased with principal's age. Of the youngest principals only twenty-one per cent were inclined to remain in the same school. Of the 36 to 45 year olds 38.7 per cent planned to remain. Over 53 per cent of the 46 to 55 age group planned to stay and nearly 60 per cent of those 56 and older perceived that their next position would be in the same school. This is predictable behavior for individuals entering the later stages of life. There is a strong need for security and stability. Younger principals on the other hand in the trial stage are looking to establish their own niche in life and are more optimistic about future assignments.

The regard for or the acceptance of the elementary school principalship as a final goal is an indicator of the amount of potential termination facing the elementary principalship in the future. Considering the group as a whole, 63% of the principals regarded the principalship as their final educational goal, according to the report of the National Education Association (1958).

Dalton reached the following conclusions in his 1984 study:

1. Younger superintendents left more frequently for new positions and older superintendents left more frequently for retirement.

2. Slightly more school superintendents held doctoral degrees than specialist or master's degrees.

The superintendent's profile and the unobtrusive data from Graser's study (1971) show that the stable superintendent is older than the turnover superintendent, that he has gained tenure, that he usually has a large school district, and that the financial ability of the district is far above that of the turnover districts.

Methodology and Instrumentation

The population of this study consisted entirely of principals and presidents of Jewish day schools in the United States serving during the academic year of 1985-86.

The instruments used in this survey were two almost identical questionnaires, one for principals and one for presidents.

Each questionnaire was divided into two sections. Section A of the questionnaire was entitled "Reasons for Changing Previous Positions."

Section B of the questionnaire was entitled "Demographic Data" and included three secondary components. A secondary component was composed of several questions and was designed to describe the

personal characteristics of the principal and the president and to give information about the school. The demographic data were designed to provide the following:

1. Professional Background: Age of entry into each administrative position; administrative and teaching experience in the previous and present position; position assignment, locality, contract's termination, voluntary and involuntary termination, number of positions that were changed during the last five years, including future plans.

2. Present School Information: School organization, size, religious affiliation, and number of schools in the community.

3. Personal Background: Type of position held, sex, age, degrees, certificates earned, and religious affiliation.

Six categories associated with principal termination were selected to be used as secondary components:

1. Teaching experience - prior to the administrative position

2. Administrative experience - prior to the administrative position:

   a. 0-1 years of experience
   b. 2-5 years of experience
   c. 6 or more years of experience

3. Size of the Jewish day school:

   a. Fewer than 50 students
   b. 51-100
   c. 101-150
   d. 151-200

e. 201-250
f. more than 250

4. Age of principal:

a. 25 or under
b. 26-35
c. 36-45
d. 46-55
e. over 55

5. Local or outside origin: selected local principals compared to outsiders

6. Voluntary, involuntary, and non-termination.

Data Analysis

A generalized computer package called Statistical Analysis System (SAS) for general statistical analysis of data was used to analyze the survey data in several ways.

The first step was to examine the distributional characteristics of each of the variables in the study. Three statistical procedures were used to accomplish this. 1a) The FREQUENCY procedure produces one way to n-way frequency and crosstabulation. For two-way tables, PROC FREQ performs stratified analysis, computing statistics within as well as across strata. Frequencies can also be output to an SAS data set. The "Frequencies" subprogram was used to calculate the same type of descriptive statistics and to generate tabular reports of absolute and relative simple frequency

distributions for use with variables that assume only a limited number of values. 1b) The SAS subprogram ANOVA procedure performs analysis of variance for balanced data from a wide variety of experimental designs. 1c) Scheffe Test for Multiple Comparisons. Comparisons were made among the three types of termination groups and among the subgroups of each variable of the questionnaire.

Results

The population for this study consisted of 328 Jewish day school principals and board presidents in the United States. At the time scheduled to begin processing the data, more than 70% of the questionnaires were returned. Twenty-two questionnaires were received too late to be processed.

The tables were designed to report all the relevant information that had been gathered. A number of the exploratory questions were to be answered through this form of data presentation. It was assumed by the writer that this method of presentation would lend itself to interpretation by lay educational leaders as well as by professional educators. Despite the receipt of a satisfactory number of returns from board presidents, some respondents did not answer all

the questions, even though they were asked to check each item. The demographic data parts of the questionnaires were checked by all the respondents.

The following tables show the analysis of the demographic data by frequencies and percentage as reported by the principals and the board presidents.

In this study, the schools were divided into three groups, according to school size. A school is considered to be small if it has an enrollment of fewer than 100 students. A school having more than 100 students and fewer than 250 students is considered medium size. A large school is one that has more than 250 students. Table 1.4 indicates that the participants in the study consisted of principals from 67 small schools, 64 medium schools, and 88 large schools.

The size of the community was determined by the number of schools it had. Table 1.5 shows that small communities having one school were represented by 27.5% of the responding principals; medium-size communities having two to four schools were represented by 33% of the responding principals; and large communities having five schools or more were represented by 39.5% of the responding principals.

The principal's title also differs according to the size of the school and the community. In Table 1.6, all of the respondents are represented as school leaders and are in charge of school administration. Regardless of the titles given, the duties and responsibilities of the Jewish Day School principal are similar to those of a public school superintendent.

Table 1.7 shows how many of the responding school principals and board presidents were female and how many were male.

The median age of the responding principals is between 36 and 45 years, with fewer than 10% who are 56 years old and over. The same median age was found for board presidents. The age distribution is given in Table 1.8.

The academic status of the principals and board presidents participating in the study is extremely high. Among the principals, 88.7% have a degree, with almost 45% having a teaching or administrative certificate in addition to the academic degree. A near-identical percentage (88.6%) was found among the board presidents. The breakdown is given in Table 1.9.

Table 1.10 shows that 42% of the responding principals do not teach and 32-40% teach one to four hours per week. In small schools, the principals spend half their time teaching and half their time as administrator.

Table 1.11 shows that 83% of the responding principals are involved directly with the implementation of secular studies. This is an additional factor which creates a heavy work load and adds stress. The management of a large school is generally divided among three people: director of Hebrew department, director of secular department, and the principal, who is in charge of the entire educational system.

A Profile of the Jewish Day School Principal

Analysis of 218 questionnaires provided the following profile and characteristics: a male between the ages of 36 and 45 years. The youngest principal is 25 years old; the oldest is over 56 years old. He entered teaching when he was between 21 and 30 years of age and became an administrator when he was between 26 and 35 years of age. He holds a bachelor's or a master's degree; a few hold doctorate degrees; some have been ordained as Rabbis. He serves a medium-size school having between 151 and 200 students; the school is organized from preschool through the eighth grade. He is involved directly with the implementation of secular studies but does not teach; some principals teach one to four hours per week. On average, he has spent fifteen years in the field of education. Review of total experience suggests that most principals had fewer than ten years of experience. If we assume conservatively that our typical principal began his career in education at age 25, it appears that fewer than 10% spend their entire career as principals. The typical principal has had about five years of administrative experience; the distribution is skewed toward under three years' experience. He and his school are affiliated with a national educational institution such as Torah Umessorah and Solomon Schechter Association, etc.

Rate of Termination

The following factors were taken into consideration for the calculation of termination rate: total administrative experience, experience in the previous and current position, shortest and longest period of time that principals remained in one school, and number of terminations experienced by principals. Data given in this chapter will be analyzed to determine the rate of contract termination during the last five years in comparison with

the total termination rate during the period from 1975 to 1985. The following abbreviations are used in this chapter:

TR = Termination Rate
YTR = Yearly Termination Rate
TRP = Termination Rate in Percentage
TTRP = Total Termination Rate in Percentage

Table 2.1 shows that 36.7% of Jewish Day School principals have fewer than five years of administrative experience. Principals who have exceeded the critical point of 15 years' experience do not terminate their positions. The experience rate stabilizes after the sixteenth year. Of the responding principals, 10% have more than 20 years' experience in school administration.

Table 2.2 shows that almost 60% of the principals have fewer than five years' experience in the current position and that only 20% have more than 10 years' experience in the current position. The board presidents' responses indicate that more than half of the participating schools in this study have hired a principal within the last three years. The TR during the period from 1980 to 1985 is between 60 and 70%.

According to Table 2.3, approximately 20% of the principals have stayed at one school for only one year; 32.7% stayed at one school for two or three years. The data indicate that fewer than 10% of the principals remained in one position for ten years or more.

Table 2.4 provides information regarding the shortest and longest period of time that principals remained at one school.

With regard to the shortest stays, both principals and board presidents reported that fewer than 20% of terminations occur after one year. The significant difference in their reports related to the variable of two to three years' experience: principals reported 24% who terminate after two to three years, while board presidents reported 55.8%. The board presidents reported that a significantly smaller percentage of principals (approximately 8.8%) remain at one school for more than five years. The principals, however, report the same significantly small percentage (8.4%) after ten years.

With regard to the longest stays, both the principals and the board presidents reported a great percentage of principals who remained at one school. The principals report a significantly small percentage of principals (20.2%) who remained at one school for more than ten years. The board presidents reported that only 1% of the principals remained for 15 years or more.

Table 2.5 shows that of the total population of 218 principals 55% reported having remained at one school, while 45% reported having served in more than two schools. Of this same group, nearly 5% have reported more than five terminations.

Table 2.6 reflects the number of schools the responding principals served in during the period 1980 to 1985. The data indicate that 34.4% terminated their positions in two schools or more during that period, representing 182 terminations in 75 schools, or a TR of 2.3. This means that 34.4% of the schools have had two or three principals during that five-year period. The percentage of principals (65.6%) who did not terminate during the period 1980-1985 is higher than the number (55.0%) indicated in Table 2.5 because it includes principals who did not terminate their positions for more than ten years.

Table 2.7 reflects the number of terminations that occurred during the period 1980 to 1985, as reported by the board presidents. They reported from one to five contract terminations during that period, totaling 115 terminations among 54 schools, or an average of two to three per school. The rate could be even higher if the variables "1 - 2" and "5 or more" were definite variables.

Table 2.8 indicates a yearly increase in the number of positions filled. In 1984-85, principals reported terminations of almost 20%, while the board presidents reported 32.7%. The total rate of terminations shown is higher than 100% because some schools experienced several terminations during that time. Since the TR of principals who did not terminate their positions from 1980 to 1985 is

fixed, the total TR for five years can be calculated as follows:

Positions terminated, as reported by the board presidents:

$$\frac{(105-42)\ 100}{105} = 60\%\ \text{TRP}$$

Positions terminated, as reported by the principals:

$$\frac{(218-127)\ 100}{218} = 44.4\%\ \text{TRP}$$

Table 2.9 reflects the percentage of principal terminations during the period 1980 to 1985 as compared to the period 1975 to 1985, as reported by the board presidents. The board presidents report that contract terminations totaled 200 during the period 1980 to 1985 and 272 from 1975 to 1985. This indicates that during the period from 1975 to 1980 there were 72 terminations among the 105 schools that participated in the study. It should be noted that the TR could be higher, since the last variable of "Five or more" is not defined. The following points are also demonstrated by the data:

1. Board presidents reported a higher number of "one" and "two" terminations during the period 1980 to 1985 than during the period from 1975 to 1985.
2. Schools that terminated "four" and "five or more" reported that the termination rate

during the 10-year period is higher than during the 5-year period.

3. The TTRP for the period 1980 to 1985 is 152%, with an average yearly rate of 30.5%. The TTRP for 1975-1985 is 221.1%, with a yearly average of 22.1%. The TR during the last five years reflects an average yearly increase of 8.4%.

Most board presidents serve for a period of two to three years. Table 2.10 indicates that 64.8% of the current principals were hired during the same period of time that the board presidents have served. From this we may assume that 65% of the principals terminated their positions and that the current principals were hired. These data correlate significantly with the principals' termination rate during the period 1980 to 1985.

The Jewish Day School principals were asked 20 questions regarding their previous and current positions as principals, the number of terminations during the periods from 1980 to 1985 and 1975 to 1985, the shortest and longest periods they served as principal in one school, and the total amount of time they have served as principals of Jewish Day Schools. The board presidents were asked similar questions relating to their schools and principals. Their responses were fed into a computer, and the results have been analyzed in this chapter. The termination rate was calculated and the following findings have been noted.

1. Among the responding principals, 36.7% have fewer than five years of administrative experience; 10% have more than 20 years of experience in school administration.
2. The board presidents reported that more than half of their schools have hired a principal within the last three years.
3. The termination rate during the period 1980 to 1985 is between 60 and 70%. See Table 2.2.
4. Fewer than 10% of the principals remained in their positions for ten years or more. See Table 2.3.
5. Both the principals and the board presidents reported that 20% of the terminations occurred after the first year and that 55% occurred after two or three years.
6. Forty-five of the reporting principals have terminated two or more times.
7. Of the reporting principals, 35% terminated their positions in two schools or more between 1980 and 1985.
8. Of the reporting schools, 35% have had one or two principals between 1980 and 1985.
9. During the period 1984 to 1985, the board presidents reported a termination rate of 32.7%; the principals reported a 20% termination rate.

10. During the period 1980 through 1985, a yearly increase in the termination rate was found.
11. The termination rate for the period 1980 to 1985 is significantly higher than for the period 1975 to 1980.
12. The increase in the termination rate during the last five years reflects a yearly average of more than 8% in comparison to the five-year period of 1975 to 1980.
13. Almost 65% of the current principals were hired by the current board presidents.
14. Torah Umessorah's 1985-1986 directory showed that 101 of 207 schools participating in this study reported that 125 principals and school administrators had terminated, which is equivalent to 60.3% T.R. in two years.

Frequent terminations create considerable uncertainty in the institution. If the board changes principals, questions arise as to whether the new one will be better than the current one or as good; whether the new principal will stay and for how long; and whether he or she will be an educator or a politician. No matter what the new principal may be, a change of leadership involves many adjustments.

TABLE 1.2

School Organization

Grades	School Principals No.	School Principals %	Board Presidents No.	Board Presidents %
Preschool - 6th	61	27.8	25	23.6
Preschool - 8th	91	41.8	55	51.9
Preschool - 12th	24	11.0	14	13.2
9th - 12th	26	11.8	7	6.6
6th - 12th	16	7.6	4	3.7
Total	218	100.0	105	100.0

TABLE 1.3

School Orientation

Affiliation	School Principals No.	School Principals %	Board Presidents No.	Board Presidents %
Community	38	17.4	14	13.3
Hebrew Union	6	2.7	1	.9
Torah Umessorah	114	52.	37	35.2
Traditional	6	2.7	--	--
United Synagogues	48	21.9	29	27.6
Not Affiliated	6	3.2	16	15.2
Miscellaneous	--	--	8	7.6
Total	218	100.0	105	100.0

TABLE 1.4

Student Enrollment

Number of Students in School	School Size	School Principals		Board Presidents	
		No.	%	No.	%
Fewer than 50	Small	17	7.8	11	10.4
51 - 100		50	22.8	18	17.0
101 - 150	Medium	25	11.4	17	16.0
151 - 200		21	9.6	15	14.1
201 - 250		18	8.2	18	17.0
More than 250	Large	87	40.2	26	25.5
Total		218	100.0	105	100.0

TABLE 1.5

Number of Day Schools and Size of Community

Size of Community	Number of Schools	School Principals	
		Frequency	%
Small	One	60	27.5
Medium	Two	31	14.2
	Three	16	7.3
	Four	25	11.5
Large	Five to ten	42	19.3
	More than ten	44	20.2
Total		218	100.0

TABLE 1.6

Title of Principal's Position

Title	Frequency	%
Principal Hebrew Studies	41	18.8
Principal Secular Studies	13	5.9
Dean	34	15.6
Headmaster	15	6.9
Educational Director	16	7.3
Principal	99	45.4
Total	218	100.0

TABLE 1.7

Gender Distribution

Gender	School Principals		Board Presidents	
	No.	%	No.	%
Female	62	28.4	29	27.6
Male	156	71.6	76	72.4
Total	218	100.0	105	100.0

TABLE 1.8

Age Distribution

Age Group	School Principals		Board Presidents	
	No.	%	No.	%
25 or under	1	.5	--	--
26 - 35	41	18.8	13	12.4
36 - 45	105	48.2	54	51.4
46 - 55	50	22.9	31	29.5
56 and over	21	9.6	7	6.7
Total	218	100.0	105	100.0

TABLE 1.9

Academic Status

Degree	School Principals		Board Presidents	
	No.	%	No.	%
Bachelor	8	3.8	23	21.9
Master	41	18.8	36	34.3
Doctor	30	13.8	31	29.5
Rabbi	17	7.8	3	2.8
No degree	10	4.6	4	3.8
Teaching Certificate	4	1.8	--	--
Any degree and Certificate	102	46.8	--	--
Miscellaneous	6	2.3	8	7.6
Total	218	100.0	105	100.0

TABLE 1.10

Number of Hours that Principals Teach Per Week

As Reported By Principals and Board Presidents

Number of Hours	School Principals		Board Presidents	
	No.	%	No.	%
None	93	42.6	44	41.9
1 - 4	71	32.6	42	40.0
5 - 10	32	14.7	11	10.5
More than 10	20	9.2	8	7.6
Not applicable	2	.9	--	--
Total	218	100.0	105	100.0

TABLE 1.11

Number of Principals Who Implement Secular Studies

Involved	Frequency	%
Yes	181	83.0
No	37	17.0
Total	218	100.0

TABLE 2.1

Total Administrative Experience of
Jewish Day School Principals

Years of Experience	Number of Principals	%
Less than 5	80	36.7
6 - 10	65	29.8
11 - 15	30	13.8
16 - 20	21	9.6
More than 20	22	10.1
Total	218	100.0

TABLE 2.2

Administrative Experience of the Principals Currently Serving,
As Reported by the Principals and the Board Presidents

Years of Experience	Principals		Board Presidents	
	No.	%	No.	%
Less than 3	84	38.5	55	52.4
3 - 5	46	21.1	19	18.1
6 - 10	45	20.7	14	13.3
More than 10	43	19.7	17	16.2
Total	218	100.0	105	100.0

TABLE 2.3

Experience of Previous School Principal
As Reported By Board Presidents

Years of Experience	Frequency	%
One	20	19.2
2 - 3	34	32.7
4 - 5	14	13.5
6 - 9	19	18.3
10 - 15	9	8.7
More than 15	3	2.8
Not applicable	5	4.8
Total	104	100.0

TABLE 2.4

Shortest and Longest Period
That Principals Remained in One School
as Reported by Principals and Board Presidents

Years Remained In One School	Shortest Period				Longest Period			
	School Principal		Board President		School Principal		Board President	
	No.	%	No.	%	No.	%	No.	%
One or less	43	19.9	19	18.3	16	7.3	4	3.8
2 - 3	52	24.0	58	55.8	45	20.6	15	14.3
4 - 5	23	10.7	13	12.5	47	21.6	19	18.1
6 - 9	25	11.6	1	.96	56	25.7	29	27.6
10 - 15	7	3.3	8	7.7	19	8.7	36	34.3
More than 15	11	5.1	--	--	25	11.5	1	.95
Not applicable	57	26.1	6	5.7	10	4.6	1	.95
Total	218	100.0	105	100.0	218	100.0	105	100.0

TABLE 2.5

Number of Terminations Experienced By
Jewish Day School Principals

Number of Schools	Frequency	%	Number of Terminations
One	120	55.0	--
Two	60	27.5	120
Three	21	9.6	63
Four	7	3.2	28
Five	5	2.3	25
Six or more	5	2.3	30
Total	218	100.0	256

TABLE 2.6

Rate of Contract Terminations (TR)
During Period 1980 to 1985

Number of Schools Experiencing Termination	Contract Termination		Total Contracts Terminated
	No.	%	
One	143	65.6	--
Two	51	23.4	102
Three	14	6.4	42
Four	10	4.6	40
Five	--	--	--
Total	218	100.0	182

TABLE 2.7

Principal Terminations During Period 1980 to 1985
As Reported By Board Presidents

Number of Terminations During Period 1980 to 1985	Principal Terminations		Number of Contracts Terminated
	No.	%	
None	50	48.1	--
1 - 2	37	35.4	55
3	8	7.7	24
4	4	3.9	16
5 or more	4	3.9	20
Total	105	100.0	115

TABLE 2.8

Yearly Terminations During Period 1980 to 1985
As Reported by School Principals and Board Presidents

	Number of Positions Filled			
	School Principals		Board Presidents	
Year	No.	%	No.	%
1980 - 1981	18	8.2	18	16.8
1981 - 1982	26	11.9	19	17.7
1982 - 1983	29	13.2	20	18.7
1983 - 1984	32	14.6	25	23.4
1984 - 1985	43	19.6	35	32.7
Total	148	67.5	117	109.3
Did not move during period 1980 - 1985	111	50.6	40	37.4
Never moved	10	4.6	2	1.8
Total Positions	218	--	105	--

TABLE 2.9

Rate of Principal Terminations During Periods
1980 to 1985 and 1975 to 1985
As Reported By Board Presidents

	Terminations During Period 1980 to 1985			Terminations During Period 1975 to 1985		
Number of Principal Positions	Frequency	%	Total Positions	Frequency	%	Total Positions
One	43	41.3	43	28	26.9	28
Two	36	34.6	72	26	25.0	52
Three	19	18.3	57	20	19.2	60
Four	2	1.9	8	18	17.3	72
Five or more	4	3.9	20	12	11.6	60
Total	104	100.0	200	104	100.0	272

TABLE 2.10

Number of Board Presidents Who Hired the Current Principal

Answer	Frequency	%
Yes	68	64.8
No	37	35.2
Total	105	100.0

REFERENCES

Burlingame, Martin, "Win Some, Lose Some; Small Rural District Superintendents," paper presented at the American Education Research Association Annual Meeting, San Francisco, CA, April 1979, 24 pp.

Castleberry, James Traves, "The Turnover of Public School Superintendents in Arkansas," Ed.D. Dissertation, University of Colorado, 1969, Dissertation Abstracts, 30/10-A, 4173-4.

Dalton, Steve, "A Study of Superintendent Turnover in North Carolina (1980-1982)," unpublished Doctoral Dissertation, University of North Carolina at Greensboro, 1984.

Dorland, Lyle Thomas, "A Study of Colorado School District Superintendent Mobility: 1970-1972," Ed.D. Dissertation, University of Colorado, 1973, Dissertation Abstracts, 34/07-A, 3745-46.

Fihe, Thomas J., "Indiana Superintendents: Preparation, Mobility and Exiting Characteristics," unpublished Doctoral Dissertation, Indiana University, 1982.

Graser, Daniel J., "A Study of Turnover in the Position of Superintendent in New Jersey Public School Districts as a Function of Expected Performance," unpublished Doctoral Dissertation, State University of New York at Buffalo, January 1972, p. 88.

Heffley, Rodney Charles, "Factors Affecting Teacher Turnover in Kansas," unpublished Doctoral Dissertation, University of Kansas, Ed.D. 1983, 134 pp.

National Education Association, Department of Elementary School Principals, "The Elementary School Principalship: A Research Study," Thirty-seventh Yearbook, Washington, D.C., September 1958.

Pope, Clinton Harlan, "Superintendent Turnover in Missouri High School Districts," Ph.D. Dissertation, St. Louis University, 1974. Dissertation Abstracts, 35/05-A, 2601-02.

Schiff, Alvin I., "The Jewish Day Schools in the United States," in Encyclopedia Judaica, 1974 yearbook.

Stanfield, Ronald Max, "Career Mobility Patterns of Elementary School Principals in the State of Utah," unpublished Doctoral Dissertation, The State University of Utah, Ed.D. 1982, 230 pp.